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EUROPEAN HISTORY.—COURSE C.

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S. M. MACVANE,

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Harvard University.

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EUROPEAN HISTORY.—COURSE C.

Introduction.—The student should work carefully through at least one general history, using at the same time a second general account for comparison at every important point. One of the first lessons the student of history must learn is that no one book, however excellent, contains the whole truth of history. Every writer has his own point of view, and is liable to have his judgment of men and measures affected by his preconceived theories. It is not in the nature of the case that any one account should do justice to all the men and the parties that have figured in the history of a people. The general study should be supplemented by a thorough study of a number of selected topics.

Students are strongly advised to keep notes of their reading, especially of their reading on special topics. Everything that seems of importance should be entered in brief, with a reference to the source of information. The mere act of making a note serves two useful purposes: it compels one to make sure that one has caught the sense of the passage noted, and secondly it aids the memory. The note itself may later save much trouble in reinvestigating; and it will be found extremely handy for purposes of review.

Some students find it very useful to make a general abstract or skeleton of the whole history. Those who have difficulty in grasping the general outline of the story are advised to try the effect of this course.

GENERAL NOTE REGARDING THE COURSES IN HISTORY.—Each course is expected to occupy about six hours a week for a year. If the outline of the work to be done should seem vague, it must be remembered that historical study does not admit definite prescriptions and narrow limitations. The work will grow clear to the earnest student as he proceeds.

The number of topics to be investigated must depend on the thoroughness of each investigation. The results of at least one investigation must be written out and submitted as a thesis.

Course C covers modern European History, from 1600 to 1750. Course D begins with 1750.

THE HISTORY OF EUROPE FROM THE BEGINNING OF THE 17TH TO THE MIDDLE OF THE 18TH CENTURY.

This course has three main centres of interest : (1) The contest in England between the Stuart kings and the Parliament, ending in the establishment of parliamentary government. (2) The Catholic reaction in Germany, leading to the Thirty Years' War and the practical disruption of the empire. (3) The establishment of the absolute monarchy in France, the growth of French ascendancy in Europe, and the struggle of the other powers against the unscrupulous ambition of Louis XIV.

GENERAL WORKS.

Dyer's **Modern History** (5 volumes) is a somewhat dry but clear narrative of the chief events in the history of all the leading countries. It is especially serviceable for international affairs, summaries of treaties, etc. A shorter work of the same kind is Lodge's **Modern History**. Woolsey's **International Law** has an appendix giving the chief points in all the important modern treaties.

Freeman's **Historical Geography** is of great value in following the changes of national boundaries. The accompanying **atlas** is poor, the maps being on much too small a scale for general purposes. The best historical atlas is probably Droysen's **Hand-atlas**.

Menke's **Spruner's Atlas** is also excellent, especially for Germany. These are large and expensive books. Wolf's or Rhode's **Schul-atlas** will be found sufficient for ordinary purposes.

Careful attention to geography is essential to the study of history

Tillinghast's translation (enlarged) of Ploetz's **Epitome of Universal History** is extremely convenient as an abstract. A fuller outline for the English part is Acland and Ransome's **Hand-book of English Political History**.

An excellent bibliography of English history throughout is found in Gardiner and Mullinger's **Introduction to the Study of English History**.

To these may be added Earl Stanhope's **Reign of Queen Anne** (2 volumes), and Lord Mahon's **England from 1713 to 1783** (7 volumes), both by the same writer under different titles. This author leans to the Tory side in political questions, but is eminently fair; he offers an instructive contrast to Macaulay's glowing Whiggism. Macaulay's review of his work may be read with profit (Essays).

(I) ENGLISH HISTORY : LARGE GENERAL WORKS.

There are three extended narratives covering between them the whole of the 17th century. These are :

Gardiner's larger work (11 volumes, 10 issued), covering the reigns of James I. and Charles I.

Masson's **Life of Milton**, a work of great interest and value, brings the history down to 1774.

Macaulay's **History of England** begins with the accession of James II., but in chapters ii. and iii. an admirable account is given of the reign of Charles II.

Lingard's **History of England** (from the earliest times to 1688, 10 volumes) is an able work, and is of special value as giving the views of a moderate Roman Catholic regarding the religious

questions that occupied so large a place in the history of the seventeenth century. Green's **Short History of the English People** has an extremely brilliant outline of English history for the whole period (chapters viii.-x.).

Bright's **History of England** (Vols. II. and III.) gives a more strictly chronological narrative, with many aids in the way of tables, lists of ministers, etc.

One of the shorter general accounts is enough to read through. Further study is more profitably given to the investigation of special topics.

Ranke's **History of England in the 16th and 17th Centuries** (6 volumes, translation) is particularly full regarding the foreign diplomacy ; but there is a touch of vagueness in the treatment—at least, beginners find it so.

Hallam's great work is still the standard history of the English **Constitution** during the Stuart period (beginning at chapter vi.). His book, however, presents great difficulties for students who are unfamiliar with feudal and legal terminology.

Taswell-Langmead's **English Constitutional History** makes a poor substitute for Hallam, being too brief for full discussion ; but it is good so far as it goes.

Gardiner's **History**, Masson's **Milton**, Lingard, and Lord Stanhope, are rather books to consult on special topics than to read throughout. Macaulay may be used in the same way, but those who use it at all are likely to read the whole of it.

Any student who reads freely in other books may safely omit the study of Hallam.

SMALLER GENERAL WORKS, AND BOOKS ON SPECIAL
SUBJECTS.

Bright's **History of England**, Vols. II. and III.

Green's **Short History of the English People**.

Gardiner's **Puritan Revolution** (Epoch Series).

The latter gives a highly useful general sketch of the reigns of James I. and Charles I. This is a good book with which to begin. Those who prefer a somewhat briefer sketch will find one in the second volume of Bright's **History of England**. A summary of the chief points may be found in Tillinghast's translation of **Ploetz's Epitome**, or in Acland and Ransome's **Handbook**. Each student is advised, however, to make an outline for himself.

After mastering the general features of the period, the student should follow up, in the larger works or in special treatises, a number of the subjects that are treated in the sketch. It is a pretty safe rule to choose for this purpose topics that have aroused his interest in any way. In the reign of James I. there is not much that is highly dramatic or exciting ; yet it offers such matters as the "Main and the Bye," the Hampton Court Conference, the Gunpowder Plot, the Translation of the Bible, the question of Benevolences and of Impositions, the career of Somerset and the rise of Buckingham, the dismissal of Coke, the fall of Chancellor Bacon, the Great Protestation, the marriage of Princess Elizabeth with Frederick of the Palatinate, and, finally, the projected Spanish marriage for the Prince of Wales. A special study of several of these will be found to yield much light as to the state of society and government in Eng-

land at the opening of our period. Such studies are indispensable for understanding the subsequent troubles.

In investigating special topics the student soon learns to use books, not as masters to be slavishly followed, but as helps towards discovering the truth. Use the index (or the table of contents, if there be no index) ; when you meet a reference to a passage on the subject in another book, make a note of the volume and page.

The student of history must abandon the idea of reading the whole of every book he uses, as well as the hope of remembering all that he reads. The chief value of historical study is not so much the amount of exact information that one carries away from it, as the insight it gives into the life and thought of other times, and the wholesome intellectual training that the study gives. The reign of Charles I. is much more stirring than that of his father. The student's difficulty here will be to choose, among the multitude of great topics, the few which he can find time to make subjects of special study. Perhaps the following list may be helpful : The French War, the Petition of Right, the imprisonment of Sir John Eliot, the treatment of the Puritans by Laud, the irregular modes of raising revenue, especially knighthood fines and ship money, the Bishops' Wars, the Short Parliament, the situation at the meeting of the Long Parliament, the trial of Strafford, the Rebellion in Ireland, the attempted arrest of the Five Members, the points of disagreement between King and Parliament (Militia and Episcopacy), the division of Parties, and the appeal to arms.

The details of purely military history may be omitted for the most part ; but such events as the " New Modelling " of the army, the Scot-

tish intervention, and decisive battles like Marston Moor and Naseby, deserve careful attention. The sojourn of Charles with the Scots' army, and the protracted negotiations that followed his surrender to the Parliament, present a tangled network which nothing but patient study can make clear. Perhaps the most instructive topic for special investigation in this part of the history may be found in the negotiations between the King and Parliament during Charles's detention at Carisbrooke Castle.

The following books are named (in addition to Gardiner's larger work and Masson's **Milton**) for use in making special investigations :

Spedding's **Life of Bacon** ; Forster's **Life of Sir John Eliot** ; Bayne's **Chief Actors in the Puritan Revolution** ; **Life of Colonel Hutchinson**, by his wife ; Sandford's **Memorials of the Great Rebellion** (not at all a military history) ; Markham's **Life of Fairfax** ; Macaulay's essay on **Hampden** and his review of **Hallam** ; Goldwin Smith's **Three English Statesmen** (Pym and Cromwell are two of the three) ; Mozley's **Essays** (Laud, Strafford, and Cromwell) are of great value as a clear exposition of the Royalist side in the struggle ; Forster's **Arrest of the Five Members** and his **Grand Remonstrance** give the opposite view.

The volumes of the **Parliamentary History** contain a great mass of materials ; also, the **State Trials**, Verney's **Notes**, and Baillie's **Letters** are original sources of great value.

The "Calendars of State Papers," and especially the "Introductions" to the several volumes, may be consulted occasionally with great advantage. The series is not yet completed.

A full bibliography of the period may be found in Gardiner and Mullinger's **Introduction**, already mentioned.

(2) CONTINENTAL HISTORY : THE THIRTY YEARS' WAR.

Gardiner's **Thirty Years' War** (Epoch Series) gives an excellent sketch.

The translation of Gindely's shorter **Geschichte des Dreissig-Jährigen Kriegs** (two volumes) gives a fuller account, and is in some respects easier to follow. Trench's **Gustavus Adolphus** is an admirable account of the condition of German affairs during the period of the Swedish king's career. Ward's **House of Austria in the Thirty Years' War** is also excellent. Gardiner's larger work has very full details regarding England's participation in the war. Häusser's **Period of the Reformation** (1517-1648) has a good account of the general state of Europe, and of the course of events during the first half of the seventeenth century.

The first two volumes of Carlyle's **Frederick the Great** will be found highly interesting and instructive.

Bryce's **Holy Roman Empire** describes the constitutional results for Germany of the war and the peace of Westphalia.

Kitchin's **History of France** (Vol. III.) gives a clear account of Richelieu's policy, as well as a sufficient account of the course of domestic affairs in France throughout the century.

The study of special topics in continental history is hardly possible without the ability to use French and German books. Those who have this ability will find the following works serviceable : J. G. Droysen's **Geschichte der Preussischen Politik** ; Ranke's **Sämmtliche Werke**, Vol. VII. (also published as a separate volume with the title **Für Deutsche Geschichte vom Religionsfrieden bis zum Dreissigjährigen Krieg**) ; Freytag's **Bilder**

aus der Deutschen Vergangenheit (Vol. II.) ; G. Droysen's **Gustav Adolph** ; Ranke's **Leben Wallensteins**.

For the second half of the century it is best to devote attention mainly to the course of affairs in England—the history of the continental states being on the whole rather arid. Enough of the general history may be gathered from Hale's **Fall of the Stuarts** and Morris's **Age of Anne** (Epoch Series), pieced out by occasional readings in Dyer's **Modern Europe**, Martin's **Age of Louis XIV.**, Carlyle's **Frederick the Great**, Coxe's **House of Austria**, or similar works. The third volume of Kitchin's **France** gives a clear though brief account of the reign of Louis XIV.

As to the selection of topics for special study, each student would better follow his own judgment, adapting his choice to the books at his command. The following books are named as suitable for use in special studies :

Masson's **Milton** (to 1774).

Carlyle's **Cromwell** ; Cordery and Philpott's **King and Commonwealth** ; Guizot's **Cromwell and the Republic**.

Macaulay's **Essay on Sir William Temple** ; also his **History** throughout. His **Essay on the Dramatists of the Restoration** is entertaining and instructive.

Christie's **Life of Shaftesbury**, for the career of a versatile and not too scrupulous politician of the time.

Saintsbury's **Marlborough (English Worthies)** is good. For a fuller account of Marlborough's career, see Stanhope's **Queen Anne**.

Lecky's **England in the 18th Century**, Vol. I. ; also, for the



treatment of Ireland, and especially the Irish Land Question, Vol. II., chapters vi. and vii.

The **Diaries** of Evelyn and Pepys are lively contemporary descriptions of life and manners in the period following the Restoration.

Richard Baxter's **Autobiography** gives the best contemporary account of the position and treatment of the Puritans under the Restoration monarchy. Macaulay's passages on ecclesiastical affairs, both before and after the Revolution, may be consulted with great profit. See also Masson's **Milton**.

The political writings of Addison, Steele, Swift and Bolingbroke, and Horace Walpole's **Memoirs of the Reign of George II.** are good sources from which to gain ideas as to the party politics of the time.

Chapter xvi. of Hallam's **Constitutional History** gives a masterly sketch of the condition of parties in the first half of the 18th century. This period is one of quiet growth for the most part, and presents fewer attractive subjects for special study than the more troubled period which preceded it.

(3.) Baird's **Rise of the Hugonots** and Poole's **History of the Dispersion** deal with an important phase of French history.

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